The Impact of Parental Involvement on the Academic Performance of Senior High School Students at STI College

Research Paper Presented to the
Senior High School Department
STI College

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Researchers

Chapter 1

Introduction

Background of the Study

The family, as the primary agent of socialization, profoundly influences adolescents' cognitive and socioemotional development (Henderson & Berla, 2020). The involvement of parents in the academic lives of their children is a crucial factor in determining their academic success. Within educational contexts, parental involvement – defined as parents' active participation in their children's schooling, is consistently linked to higher academic achievement (Jeynes, 2020). However, the quality and type of involvement vary significantly. While some parents engage in direct academic support (homework help), others contribute through school events or communicate with teachers (Hill & Tyson, 2017).

Despite extensive research on parental involvement, gaps persist in two key areas. First, few studies examine how specific involvement types (attendance at PTA meetings vs. home-based monitoring) differentially impact SHS performance. Second, limited attention is given to localized contexts, such as Filipino families, where cultural norms, hierarchical communication may shape engagement (Wang & Ecclestone, 2019). These gaps are critical, as SHS students face unique pressures, including college readiness and career tracking, which may amplify the need for targeted parental support.

Compounding these issues are modern challenges to involvement. Time limitations, and digital distractions (parental or adolescent smartphone overuse) can lessen engagement (Best et al, 2020). Some parents also assume SHS students require less oversight, despite evidence that adolescents still need support (Wigfield & Ecclestone, 2018).

Grounded in Bourdieu's (1986) Social Capital Theory, this study posits that parental involvement builds academic advantage through networks, norms, and trust. By investigating SHS students at STI College, this research will identify how culturally relevant involvement practices, such as monitoring or communication-enhanced performance, addressing both global literature and local needs.

Statement of the Problem

This study aims to know the impact of parental involvement to the senior high school student, this research will answer the following questions:

1. What is the relationship between parental involvement and academic achievement among Senior High School students at STI College?
2. How do different types of parental involvement like attending school events, helping with homework, communicating with teachers can impact the academic performance of Senior High School students at STI College?
3. How does parental involvement influence the motivation and engagement of Senior High School students at STI College?
4. What is the impact of parental involvement on the academic success of Senior High School students at STI College?

Objective of the Study

This study aims to examine the relationship between parental involvement and the academic performance of Senior High School students at STI College, investigating how specific forms of involvement, such as assisting with homework, attending school events, and communicating with teachers, directly and indirectly influence academic achievement, student motivation, and engagement.

Scope and Limitation

This study aims to investigate the relationship between parental involvement and the academic performance of Senior High School students at STI College. The study will focus on a randomly selected sample of 30 students from the Senior High School department during the school year 2024-2025. The researchers will collect data through a questionnaire that primarily consists of open-ended questions, which will be administered to the selected respondents. The study will explore the various forms of parental involvement, such as helping with assignments, motivation, frequency of communication with teachers, and provision of academic support at home.

Assumption

It is assumed that senior high school students whose parents are actively involved in their academic lives, such as giving attention, attending parent-teacher conferences, helping with homework, and encouraging academic effort, will tend to have better academic performance and

higher levels of motivation and engagement compared to students whose parents are less involved.

Significance of the Study

This study aims to provide insights on how parental involvement can improve academic outcomes, strengthen parent-school partnerships, and inform evidence-based policies. Its findings can promote student motivation and create supportive learning environments, ultimately making a positive impact on students, parents, and educators in the Philippines.

Definition of Terms

Parental Involvement. The participation and engagement of parents in their children's education, including activities such as attending school events, helping with homework, and communicating with teachers.

Academic Achievement. The academic performance of students, including their grades, test scores, and other measures of academic success.

Senior High School students. Students enrolled in Senior High School, typically aged 16 to 18 years old.

STI College. The specific educational institution where the study will be conducted.

Motivation. The internal drive that students have to learn and succeed academically.

Engagement. The level of participation and involvement that students have in their academic activities.

References

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Chapter 2

I. Review Related Literature

The Chapter 2 of this research paper tackles the related literature and studies that are connected in this study. It consists of the review of related literature and studies.

Parental involvement and educational success among vulnerable students in vocational education and training.

The article emphasizes the importance of understanding which types of involvement are most impactful for students, particularly for those from less advantaged backgrounds. This insight is crucial for identifying how best to support these students and ensure that parental involvement is maximized to improve their academic outcomes. It highlights the need to understand which types of involvement matter most to students, especially those from less advantaged backgrounds.

A comprehensive model of pre-school through high school-parent involvement with emphasis on the psychological facets.

This article, forms a home-based parental involvement, such as shared reading, helping with homework, and monitoring grades, and how these influence student achievements. It emphasizes the psychological aspects of parent involvement, including beliefs, expectations, and support for autonomy, which can boost intrinsic motivation, engagement, and well-being in children and adolescents. The article proposes a pre-K through 12^{th} grade model called BEAR (Beliefs, Expectations, Autonomy Support, and Relationships), highlighting the importance of these psychological factors in promoting academic success. It suggests that more focus should be placed on these aspects in future research and educational practices.

A history of parent involvement in organized youth sport: A scoping review. Sport, Exercise, and Performance Psychology.

This scoping review provides a historical analysis of parent involvement in organized youth sports, examining the development of research in this area over time. The review synthesizes the existing literature, emphasizing the importance of understanding how parent involvement has evolved and how past research has shaped current practices. By addressing the gaps in the literature, it offers insights into the future direction of research on how parents influence children's participation and success in sports.

The impact of low socioeconomic background on a child's educational achievements.

This study highlights that children from low-income families often face poor academic performance due to a lack of parental involvement and the need to join the labor market at an early age. Parents with lower socioeconomic status were found to be less engaged in their children's education, leading to a stronger emphasis on employment rather than continuing education. The research suggests that vocational and technical education should be offered to these children to improve their livelihood opportunities. Lastly, the study advocates for parental education and awareness programs, which schools and universities should organize to help enhance parental involvement and, ultimately, the academic success of children from disadvantaged backgrounds.

A literature review of academic performance, an insight into factors and their influences on academic outcomes of students at senior high school.

This paper employs a narrative review method to examine existing literature on the academic performance of senior high school students and the various factors affecting their success. It highlights how these factors negatively impact academic outcomes and underscores the need for targeted interventions to improve performance.

The study reveals that truancy significantly hinders academic achievement and, in some cases, leads to school dropout. Additionally, factors such as parental education and income levels, access to textbooks, library resources, laboratory facilities, meal provisions, and teacher quality play a crucial role in shaping students' academic success. Students who have greater access to these resources tend to perform better than those with limited exposure.

Parental involvement, learning participation and online learning commitment of adolescent learners during the COVID-19 lockdown.

During the height of the COVID-19 pandemic, many educational institutions worldwide suspended face-to-face teaching and learning due to complete lockdowns aimed at curbing the virus' spread. This disruption exposed significant vulnerabilities in education systems, particularly in low- and middle-income countries like Nigeria.

In response to these challenges, this study examined parental involvement, learning participation, and adolescent learners' commitment to online learning during the COVID-19 lockdown in Nigeria. An online survey questionnaire was used to assess the level of online learning commitment and the impact of these factors on students' engagement.

A total of 1,407 adolescents (38% male, 61.2% female) aged 12 to 20 years (mean age = 15; SD = 4.24) participated in the survey, which remained open for two months. Data were analysed using descriptive statistics to better understand the dynamics of online learning commitment during this period.

Determinants of poor academic performance among undergraduate students – A systematic literature review

After a rigorous selection process, 50 studies were included in the review, encompassing both qualitative and quantitative research conducted in universities, colleges, and technical institutions. The findings indicate that while numerous factors influence students' academic performance, four primary themes emerged: academic, personal, social, and demographic factors.

This study aims to support the development of social strategies and management techniques to enhance student performance and academic outcomes. The researchers discuss key findings, highlight effective management approaches identified in the literature, and explore the study's implications and limitations.

The relationship between family factors and academic achievement of junior high school students in rural China: Mediation effect of parental involvement

This study explores the influence of socioeconomic status and the family environment on students' academic achievement, with parental involvement as a mediating factor in rural China. A cross-sectional research design was used, surveying 525 parents of junior high school students in S province, southwest China. Structural equation modelling was employed to test the proposed conceptual framework.

The findings indicate that both socioeconomic status and the family environment significantly affect rural students' academic performance, with the family environment playing a more substantial role. Additionally, parental involvement serves as a crucial mediator, particularly in linking the family environment to academic success. The study underscores the importance of parental involvement and a supportive family environment in mitigating the negative effects of low socioeconomic status on students' academic outcomes.

The Impact of Parental Involvement in Students' Academic Performance. International Journal of Academic Research in Business and Social Sciences

From the article of Shimi et al. (2024) examined the impact of parental involvement in a student's academic performance. They discovered that parental involvement is the parental support and

encouragement for their children's learning. Parents provide emotional, social, and material resources to help their children cope with academic challenges and difficulties. They also found that parental support and encouragement have a positive and significant impact on student academic performance, as they can foster the students' interest, engagement, and persistence in learning, as well as improve the students' academic skills, strategies, and behaviors. They conclude that parental expectations and aspirations are important for children's academic success.

The Effects of Parental Involvement on Students' Academic Success

The article written by Sharma (2024) examined the impact of parental involvement on student outcomes, including academic achievement, attitudes towards learning, and socioemotional development. It explores various forms of parental involvement, such as communication with teachers, participation in school activities, and support with homework, and analyses their effects on student performance. It was found that parental involvement plays a crucial role in fostering a supportive learning environment that promotes student academic success. Students are more likely to excel academically, exhibit positive attitudes towards learning, and develop essential skills for success.

Impact of Parental Involvement on Students' Academic Achievement in Nigeria: A Case Study of Parents in Asaba, Delta State (December 15, 2023)

The article of Angwaomaodoko (2023) examined the impact of parental involvement on academic achievement. It was discovered that parental involvement significantly affects children's academic success of students in Delta State, Nigeria. It was found that when parents take an active role in their child's education, it tends to lead to better academic performance and greater likelihood of stimulating, as well as sustaining students' interests in school and are more likely to achieve academic success. As such, parental involvement is an important factor that plays a crucial role in shaping a child's academic achievement.

Parental Involvement and Its Influence on Academic Achievement

The article by Piskorz-Ryn and Chikwe (2024) explores the various aspects of parental engagement and understands its direct and indirect effects on student outcomes. The study underscores the significant positive effects of diverse types of parental involvement on students' academic outcomes and emotional well-being. Three main themes were identified from the analysis: types of parental involvement, impact of involvement on student, outcomes, and barriers to parental involvement. Under these themes, multiple categories were explored, such as emotional support, academic assistance, and financial support, which significantly enhanced

academic performance and student well-economic factors, and cultural attitudes, which hindered effective parental engagement.

Parental Involvement in Education and Students' Academic Performance in Public Secondary Schools in Terego District, Uganda, R. Ayikoru

The study reveals that parental financial support contributes positively to students' academic performance, though it accounts for a smaller portion of the variation in student success. His research also highlights the significant impact of parental communication with schools, noting that regular interactions between parents and teachers lead to improved student motivation and achievement.

Exploring the Role of Parental Involvement in School Students' Academic Success: A Narrative Inquiry, the Author Delves into the Multifaceted Ways Parental Involvement Influence Students' Academic Achievements

Using a narrative inquiry approach, Shrestha gathers and analyses personal stories from students, parents, and educators, providing rich insights into the lived experiences of those involved in the educational process.

The study emphasizes the significant role of both direct and indirect parental involvement, such as participating in school events, providing emotional support, helping with homework, and fostering an environment that values education.

Parental Involvement in Monitoring Students' Academic Performance

The authors explore the significant role of parental involvement in monitoring and supporting students' academic progress. The research highlights how active parental engagement in tracking and guiding their children's academic performance can positively influence students' success. Ayumbila and colleagues argue that when parents regularly monitor their children's grades, attendance, and overall academic behaviors, it fosters a sense of accountability and motivation in students.

The study further emphasizes that parental involvement in this aspect of education helps identify academic challenges early, allowing parents and teachers to work together to address issues before they negatively affect the students' performance.

Parental Involvement and Students' Academic Performance: Basis for an Intervention Program by Z. Esteban

The research highlights how active parental engagement in tracking and guiding their children's academic performance can positively influence students' success. The study emphasizes that parental involvement in this aspect of education helps identify academic challenges early, allowing parents and teachers to work together to address issues before they negatively affect the students' performance.

Parental Involvement and Students' Academic Performance

The author argues that parental participation in educational activities, such as providing academic support at home, attending parent-teacher meetings, and fostering a positive attitude toward learning, has a direct impact on students' performance in school.

The study reveals that students whose parents are actively engaged in their educational journey tend to show improved academic outcomes, including better grades, increased motivation, and higher levels of self-discipline.

How can we make students happy at school? Parental pressure or support for academic success, educational stress and school happiness of secondary school students

This study explores the relationship between secondary school students' gender, parents' income, grades, parental pressure or support for students' academic success, educational stress they experience, and their level of school happiness, and to examine the effect of parental pressure or support for academic success on the level of school happiness. The results of the study revealed that happiness at school decreases as hopelessness versus expectation, workload, and work pressure increase. On the other hand, happiness at school increases when the parental support for academic success increases.

Unlocking the Potential of Nigerian Schools through Effective Parental Involvement

The study illustrates that parental involvement is key to effective school management and student achievement. In schools where parents actively participate in governance and decision-making, students generally perform better, and the overall school environment is more favourable for learning. The findings reinforce the idea that successful school administration hinges on collaboration between educators, parents, and students. However, the study also highlighted obstacles to parental involvement, such as low educational levels and language barriers, which need to be addressed in order to maximize the advantage of parental participation. Overcoming these challenges will require coordinated efforts from school leaders,

teachers, and policymakers to cultivate more inclusive and supportive settings that encourage greater parental engagement.

A Literature Review of Academic Performance, an Insight into Factor and their Influence on Academic Outcomes of Students at Senior High Schools

The study was designed to review the literature on the influence of various needs of students on their academic performance. The study revealed that truancy affects academic performance drastically and sometimes even leads to school dropout. Also, the study finds out that other factors such as students' parents' levels of education and income, textbook availability and accessibility, libraries, practical laboratory, meals provision and teachers have tremendous effects on the academic performance of students at school. Students who are above average academically, positively exposed to these factors are likely to perform better as compared to those who are less exposed to these factors.

The Relationship Between Parental Involvement in Education and Academic Achievement: A Meta-Analysis Study

In this meta-analysis study, which aims to determine the average effect size of the relationship between parental involvement and academic achievement at the level of primary, secondary and high schools, it was observed that the average effect size of the relationship between parental involvement and academic achievement was positive and at the medium effect size level. It was obtained that the relationship between parental involvement and academic achievement did not differ significantly in terms of subject areas (mathematics, science, reading and language skills). The effect size was found to be weak for mathematics and science lessons, and moderate for reading skills and foreign language. When the average effect size of the relationship between parental involvement and academic achievement was examined by school level, it was determined that the average effect size did not differ statistically.

Parental Involvement during Pandemic Times: Challenges and Opportunities

Based on the literature of the field, this article traces a continuum between parental involvement with schools, and parental engagement with children's learning. The article seeks to shed light on an area of confusion; previous research has shown that different stakeholder groups understand parental engagement in different ways. Other literature makes it clear that the greatest benefit is derived from the furthest end of the proposed continuum, that is, parental engagement with children's learning. The continuum gives examples of each stage of the movement along the continuum. The continuum is illustrated not only in prose but as a diagram. The article concludes with a discussion of the agency of parents and schools in the movement along the continuum.

School efforts to promote parental involvement: the contributions of school leaders and teachers.

According to Kartika Yuliante, E. Denessen, M. Droop, & G. Veerman

School leaders and teachers are two important agents within the school organization to promote parental involvement. The aim of the study was to investigate how school leaders and teachers foster parents' involvement in their children's education. It was hypothesized that both transformational school leadership for the support of parental involvement and inviting behaviour for the part of teachers encourage parents to become more strongly involved with their children's education. Results showed that transformational leadership did not have significant direct effects on parental involvement. Significant effects were found of teacher invitations on parental involvement. In particular, teacher invitations contributed to school-based parental involvement, such as recruiting parents as volunteers and involvement in decision-making at school.

Parental Involvement, Learning Participation and Online Learning Commitment of Adolescent Learners during the COVID-19 Lockdown

According to Lawrence, Kehinde Clement & Fakuade, Olubusayo Victor, the study concludes that parental involvement and learning participation played a significant and positive role in the commitment of adolescent learners towards online learning during the COVID-19 lockdown in Nigeria. The authors suggest that parents be encouraged to synergies with the digitalized subject is emphasized in the suggestions for future research.

II. Review Related Study

The Relationship Between Parental Involvement in Education and Academic Achievement: A Meta-Analysis Study

The aim of this study is to examine the relationship between parental involvement and students' academic achievement using meta-analysis method. In the research, Proquest Digital Dissertations, Web of Science, ERIC, Council of Higher Education Thesis Center, and Turkish Academic Network and Information Center, were scanned, and 53 studies in accordance with the study criteria were included in the meta-analysis. Inclusion criteria includes research on the relationship between parental involvement and academic achievement, having sufficient quantitative data such as correlation value or regression coefficient, studies involving primary, secondary or high school students and their families. The correlation values of the included studies were converted into Fisher Z values. The average effect size was evaluated by Comprehensive Meta-Analysis V3 (CMA) Program. As a result of the study, it was seen that parental involvement affects academic achievement.

How Did Parents Balance It All? Work-From-Home Parents' Engagement in Academic and Support Roles during Remote Learning

This study reports the transitional lived experiences of work-from-home parents, uncovering their roles and activities while balancing duties of working, parenting, and assisting children with remote learning. Using a phenomenological approach, a three-step coding process was applied to organize a macro-micro view of parent engagement emerging from ten semi-structured interviews with parents from the Philippines. Parents demonstrated a positive mindset amidst balancing five academic roles including organizing learning, facilitating learning, monitoring learning, motivative learning, nurturing learning, and a sixth role in supporting learning. The role of "supporting learning" was deemed most important and central to the success of other roles. Parents assumed a primary instructor role as teachers were less prepared and performed activities distinctive to student needs. Parents served as digital classroom managers who organized schedules, assisted with assignments or projects, and participated in online chat groups. Parents repurposed living spaces and furniture for makeshift study and work areas. Parents helped children develop an online learning mindset but faced challenges motivating children to focus and finding the right mix of screen time. Parents valued children's well-being, bonding time, socialization, and life skills. This research is a novel contribution of work-from-home parent experiences and adds to the literature on remote or online education during COVID-19.

The Self-Efficacy and Its Relationship to the Academic Motivation of the Senior High School Students from Public School Amidst the New Normal Education in the Philippines

Due to the COVID-19 pandemic, students experienced acquiring knowledge through an online learning modality. Thus, achieving their educational goals was challenging because of the Internet connectivity, overload of lesson activities, financial-related issues, lack of resources for online classes, and mental health-related problems. Furthermore, this study investigates the relationship between self-efficacy and academic motivation of senior high school students from public schools amidst the new normal of education in the Philippines. Based on the statistical analysis, the findings revealed a significant relationship between self-efficacy and academic motivation ($r = 0.265$) with an associated probability value of 0.01 alpha level of significance.

Amidst the Online Learning in the Philippines: The Parental Involvement and Its Relationship to the Students' Academic Performance

Parental involvement is one of the determinants of the academic success of the students. Thus, the COVID-19 pandemic affected the living conditions of societies, specifically the families. Further, this resulted in the implementation of the new normal of education: online learning modalities. Therefore, it challenges the students with their parents to be active in learning in-

home while the isolation is relative to their success int their educational goals. Moreover, the study investigates the relationship between parental involvement and the academic performance of the 493 participants in private schools in the Philippines. The study's statistical analysis resulted in a significant relationship between parental involvement and students' academic performance. Thus, the following conclusions were derived: the parents were still in the process of developing their involvement in school, specifically, in this challenging time. Also, the level of academic performance showed that the mean score of the respondents' academic performance was very satisfactorily. This revealed that the students performed well in class during online learning modalities.

Relationship Between Students' Home Background and Their Academic Performance: A Case of Some Selected Senior High School Students in Rural Districts in Ashanti Region, Ghana

This study was primarily designed to find out the relationship between students' home background and their academic performance. Parents found it difficult in paying school fees and other levies of their children as a result of parents' income ($p = 0.669$, p-value = 0.004) in rural Ghana. The study also revealed that the government intervention programs like the free education should favor the poor and low-income families the most.

Learning-Centered Leadership and Student Achievement: Understanding the Mediating Effect of the Teacher Professional Community and Parental Involvement

This paper examines the links between learning-centered leadership and student achievement through the mediating effect of teacher professional community and parental involvement. Using teacher-and-student survey data collected from 79 lower secondary Turkish schools in 12 provinces across the country in 2019, this study employs multilevel structural equation modelling. The findings of the current study add to the growing knowledge base in the non-western societies, revealing the impact of principals' leadership on school processes and outcomes in Turkey. It suggests that principals' leadership practices still matter for teacher professional community and parental involvement in non-western countries.

A Literature Review of Academic Performance, An Insight into Factors and their Influence on Academic Outcomes of Students at Senior High Schools

Numerous factors influence the academic performance of students and have been researched, but many problems persist. The study found out that other factors such as textbook availability and accessibility, libraries, practical laboratories, meal provisions, and teachers, have tremendous effects on the academic performance of students at school. Students who are above average academically, positively exposed to these factors are likely to perform better as compared to those who are less exposed to these factors.

Parental Warmth and Parent Involvement: Their Relationships to Academic Achievement and Behavior Problems in School and Related Gender Effects

This study examined parental warmth and parent involvement as predictors of academic achievement and behaviour problems, because behaviour problems scores differed gender, gender differences on these relationships were exploited. Study questions were framed in terms of Epstein's theory of school, family, and community partnerships and Rohner's parental acceptance-rejection theory. The findings of this study suggest that the effectiveness of specific parent involvement practices may differ due to cultural beliefs and practices.

A Literature Review of Academic Performance, An Insight into Factors and Their Influences on Academic Outcomes of Students at Senior High Schools

This study examines various factors influencing the academic performance of senior high school students. It emphasizes that truancy has a significant negative impact on academic achievement, often contributing to school dropout. Other critical factors identified include parental education levels and income, access to textbooks and libraries, availability of practical laboratories, meal provisions, and the effectiveness of teachers. The findings indicate that students who are positively exposed to these factors, such as supportive parental involvement and sufficient educational resources, tend to perform better academically. The study recommends that these factors be regularly monitored and adjusted to better align with students' needs and aspirations, thereby improving their academic outcomes. These results highlight the crucial role of parental involvement and resource accessibility in enhancing students' academic success.

Fifty Years of Parental Involvement and Achievement Research: A Second-Order Meta-Analysis

This study synthesizes the results of 23 meta-analyses, encompassing 1,177 primary studies, to examine the relationship between parental involvement and academic achievement for school-age children (grades K to 12). The findings indicate a positive association between parental involvement and student achievement, with effect sizes of 0.18 for observational studies and 0.16 for intervention studies. The study highlights that parent expectations and aspirations have the strongest positive effect on academic performance, while homework involvement showed null effects across both naturally occurring and intervention studies. These results underscore the significant impact of certain types of parental involvement, particularly expectations, on student success, which is relevant to understanding the role of parental involvement in improving academic outcomes in senior high school students.

Academic Benefits from Parental Involvement are Stratified by Parental Socioeconomic Status: A Meta-Analysis

This study critically examine how parental involvement impacts student achievement and whether this relationship differs by socioeconomic status (SES), specifically parental education levels. Analyzing 98 studies published from 2000 to 2017, the findings show that certain forms of parental involvement, such as academic expectations, support for learning, parent-child discussions about school, and participation in school events, are positively linked to student success. The study reveals that subtle forms of involvement are most strongly associated with achievement, followed by home- and school-based activities. It also highlights that more educated parents tend to have a stronger influence on their children's academic performance, especially through learning support at home and parent-teacher communication. Additionally, the study found that parental involvement has a stronger impact on the linguistic achievement of students with highly educated parents. These results suggest that the benefits of parental involvement are influenced by the family's SES, which is an important factor to consider in understanding how parental engagement affects student success.

Effects of Parental Involvement Programs on Children's Academic and Social-Emotional Outcomes: A Meta-Analysis

This meta-analysis examines the effectiveness of parental involvement interventions on both academic and non-academic outcomes for children from pre-school to third grade. It synthesizes findings from 39 studies and finds that parental involvement has a moderate, positive effect on children's performance. The study includes a total of 307 effect sizes and shows that changes in parents' involvement correspond to changes in children's outcomes. The analysis found that both school-based and home-based interventions were equally effective, with the intervention's impact on parental involvement being a significant factor influencing children's results. This suggests that increasing parental engagement is key to improving student success.

This study examined the effect of parent-involved reading activities on fourth graders' reading comprehension, reading motivation, and attitudes toward reading. Using a pretest-posttest quasi-experimental design with a paired control group, data were collected from 100 students in two different primary schools. The results showed that students in the experimental group, who participated in parent-involved reading activities, showed significant improvement in their reading skills and attitude compared to the control group. The findings contribute to existing research on the role of family involvement in improving academic achievement and affective factors, suggesting that such involvement has a positive impact on students' learning outcomes.

Mixed Method Study of Parental Involvement and Its Perceived Impact on Student Academic Performance

The study of Librea and Villocino (2024) explores the various dimensions of parental involvement, including at-home educational support, communication with teachers, participation in school activities, and setting academic expectations. The study revealed that there is a significant positive correlation between high levels of parental involvement and improved student academic outcomes. Specifically, students whose parents are actively engaged in their education tend to achieve higher grades, exhibit better school attendance, and display more positive attitudes towards learning. It was also discovered that students' educational background, socio-economic status, and cultural factors play pivotal roles in shaping the nature and extent of their parents' involvement. The recommendations for educators and policymakers include implementing structured programs that facilitate parental engagement and addressing barriers that hinder active participation from all parent demographics.

The Effects of Parental Involvement on Junior High School Students' Academic Achievement in Mabinay, Negros Occidental

The study of Kho et al. (2022) investigated the effects of parental involvement on junior high school students' academic achievement in Mabinay, Negros Occidental, with parental income and educational attainment, and students' socio-demographic factors as moderating variables. The study found that parental involvement, both at home and through academic support, positively affects the academic success of junior high school students in Mabinay, Negros Occidental. Factors like family income and parents' education levels influence how involved parents are in their children's education, with lower-income and less-educated parents often being less engaged. Overall, the study highlights the importance of parental support for students' academic achievements, especially for those facing socioeconomic challenges.

Parental Involvement and Academic Performance of Grade 12 Students

A study conducted by Dela Fuente et al. (2023) aim to find out the correlation on parental involvement and academic performance of the grade 12 students at the University of Mindanao. The study found that there is a significant relationship between parental involvement and academic performance in grade 12 students. The level of parental involvement is relatively high, these results can help parents and educators determine where to concentrate their efforts in order to boost parental involvement and raise academic performance. The study recommends parents to keep supporting their children financially and emotionally, establish open communication, and stay involved in their children's academic progress. Students are encouraged to communicate with their parents, develop better study habits, and participate in extracurricular activities that lead them in academic success.

Parental Involvement and Academic Performance of Education Students in a State University in the Philippines

A study conducted by Pinatil et al. (2022) focused on investigating the parental involvement and academic performance of education students in a state university in the Philippines. The study found a significant relationship between the level of parental involvement and the academic performance of the student. It was also discovered that parental participation has a considerable impact on the academic achievement of education students at a public institution. Thus, the more the parents are involved in the school life of their children, the better their academic performance. The study recommended that school authorities should design programs and activities that would increase parents' involvement in their children's school life.

Impact of Parental Involvement on Children's Academic Performance at Crescent International School of Bangkok, Thailand

This study explored the impact of parental involvement on student academic achievement at Crescent International School in Bangkok, Thailand, and examine the influence of parental demographics on their involvement. Using intensity sampling technique, data was collected from 12 parents of secondary students through questionnaires and interviews, while student achievement was assessed using their academic results. Findings revealed that parental income level had no impact on involvement, but educational level, age, employment, and marital status significantly influenced it.

Students with highly involved parents performed better academically and had higher test scores than those with less involved parents. The study recommended that parents should actively participate in their children's education both at school and at home to support their academic success.

Parental School Involvement in Talakag – II District, Bukidnon, Philippines

This study aimed to determine the parental school involvement to the two hundred (200) parents of Talakag – II District, Division of Bukidnon, for the school year 2022-2023. It employed the descriptive research design with adapted and modified questionnaire as the primary tool for gathering data. The findings of the study revealed that attitudes toward school involvement and monthly family incomes are significantly weak related to parental school involvement in respondents' characteristics.

Parental Involvement, Academic Self-Efficacy, and Depression on Academic Performance Among Chinese Students During COVID-19 Pandemic

This study aimed to examine the factors influencing academic performance among Chinese K-12 students during the COVID-19 pandemic, with a particular focus on parental involvement, academic self-efficacy, and depression. Method of a cross-sectional study was conducted using data from the 202 China Family Panel studies (CFPS), collected between July and December 2020. The survey followed multi-staged probability sampling method, resulting in a final sample of 1,747 students. Parental involvement, self-efficacy, and depression were assessed using the Chinese parental involvement and support scale, the responsibility scale, and the center for epidemiologic studies depression scale (8-item version). The study employed ordered probity regression and structural equation models to analyse the relationship between these factors and academic performance, with a multiple imputation technique used to address missing data. As a result, parental involvement and academic self-efficacy had a positive effect on students' academic success. Depression was negatively linked to academic performance. Additional significant predictors included academic stress, gender, rural or urban residency, school level, family size, household income, daily online gaming, reading habits, and IQ. The study's findings suggest that parental involvement and academic self-efficacy play a crucial in promoting better academic outcomes, while depression negatively impacts performance. The results emphasize the need for policy reforms and educational initiatives to support students' academic success and reduce disparities in educational achievement.

The Relationship Between Child Behavior, School Engagement, and Perceived Barriers and Parental Involvement

There are positive outcomes for children whose parents are involved in school. Factors such as socioeconomic status (SES), child externalizing behaviors, parent perceptions on school engagement, and perceived barriers can influence parental involvement. The purpose of this study was to determine if the above-mentioned factors significantly influence parent involvement. Using multiple regression analyses with the 3rd grade level data from the Early Childhood Longitudinal Study, the results indicated that all of the factors together significantly contributed to parent involvement. At the individual level, all factors except child externalizing behaviour significantly influence parent involvement. Future researchers may wish to re-evaluate the relationship between child behaviour and parent involvement in light of inconsistent findings across studies.

III. Theoretical Framework

Parental involvement refers to the participation and engagement of parents in their children's educational experiences. This involvement is crucial to the academic success of students, as research has consistently shown that it positively impacts student motivation. Furthermore, the researchers have found theories that might help the research to be accomplished. These theoretical frameworks highlight the importance of understanding parental roles, motivations, and self-efficacy in promoting involvement and ultimately enhancing student academic success and those theories are:

The Parental Involvement Theory (Epstein)

The Parental Involvement Theory is connected to our research because it provides a structure for studying how parental involvement in education affects the academic success of senior high school students, particularly in understanding how different types of parental involvement, like communication, home tutoring, and volunteering impact students' academic performance. Furthermore, Epstein's theory emphasizes the importance of examining the various ways parents can be involved in their children's education, from basic to more complex form of involvement. This framework allows us to investigate how different levels and types of parental involvement relate to academic outcomes.

Self-Determination Theory (SDT)

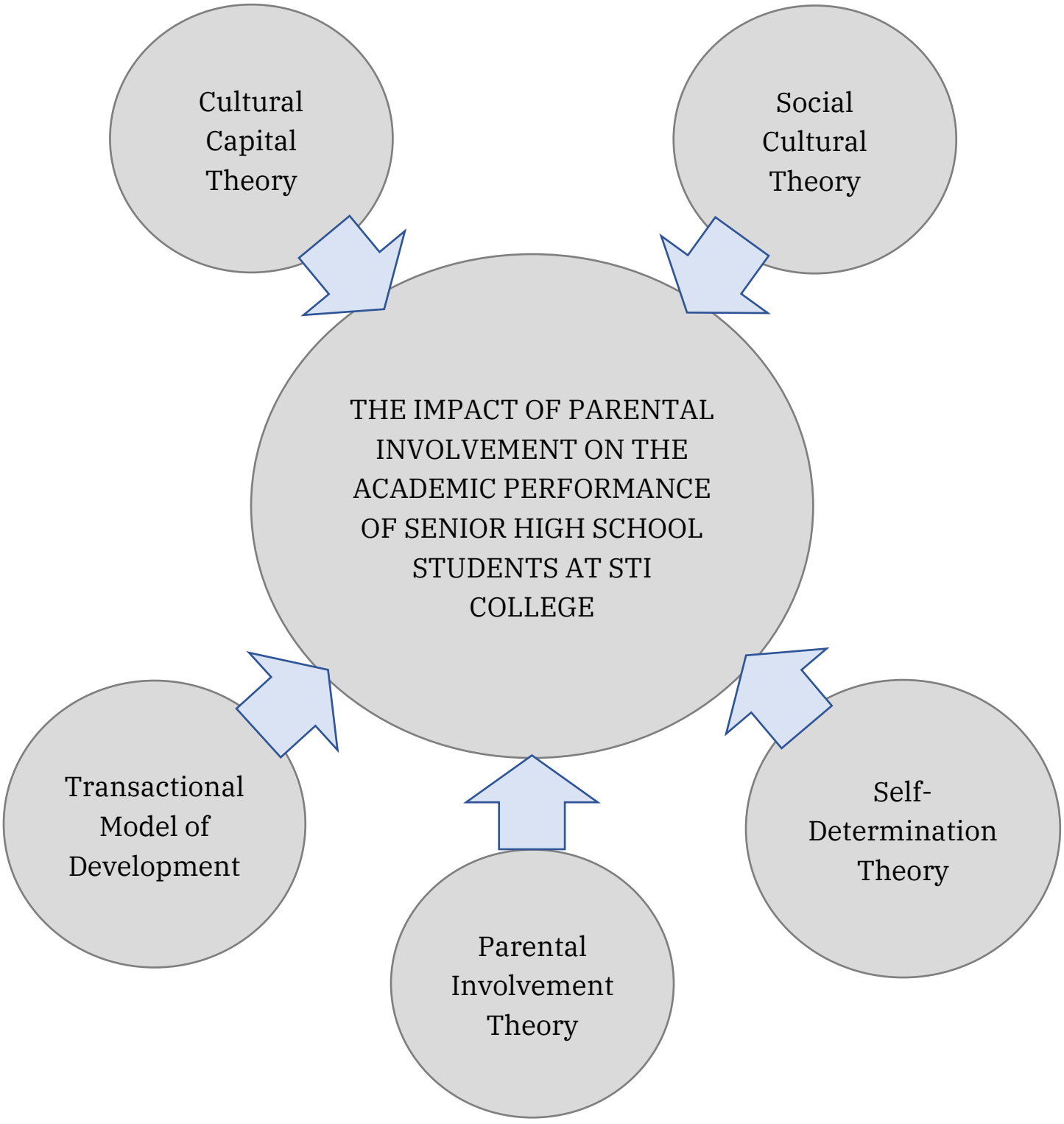
The Self-Determination Theory is related to our research because it explains how parental involvement can influence senior high school students' academic motivation and success by satisfying their basic psychological needs for autonomy, competence, and relatedness. According to SDT, parental involvement that supports students' autonomy, provides opportunities for competence, and fosters a sense of relatedness can enhance students' intrinsic motivation, engagement, and ultimately, academic achievement. Additionally, SDT suggests that parental involvement can have a positive impact on students' academic well-being by promoting a sense of self-determination and motivation.

Transactional Model of Development (Sameroff)

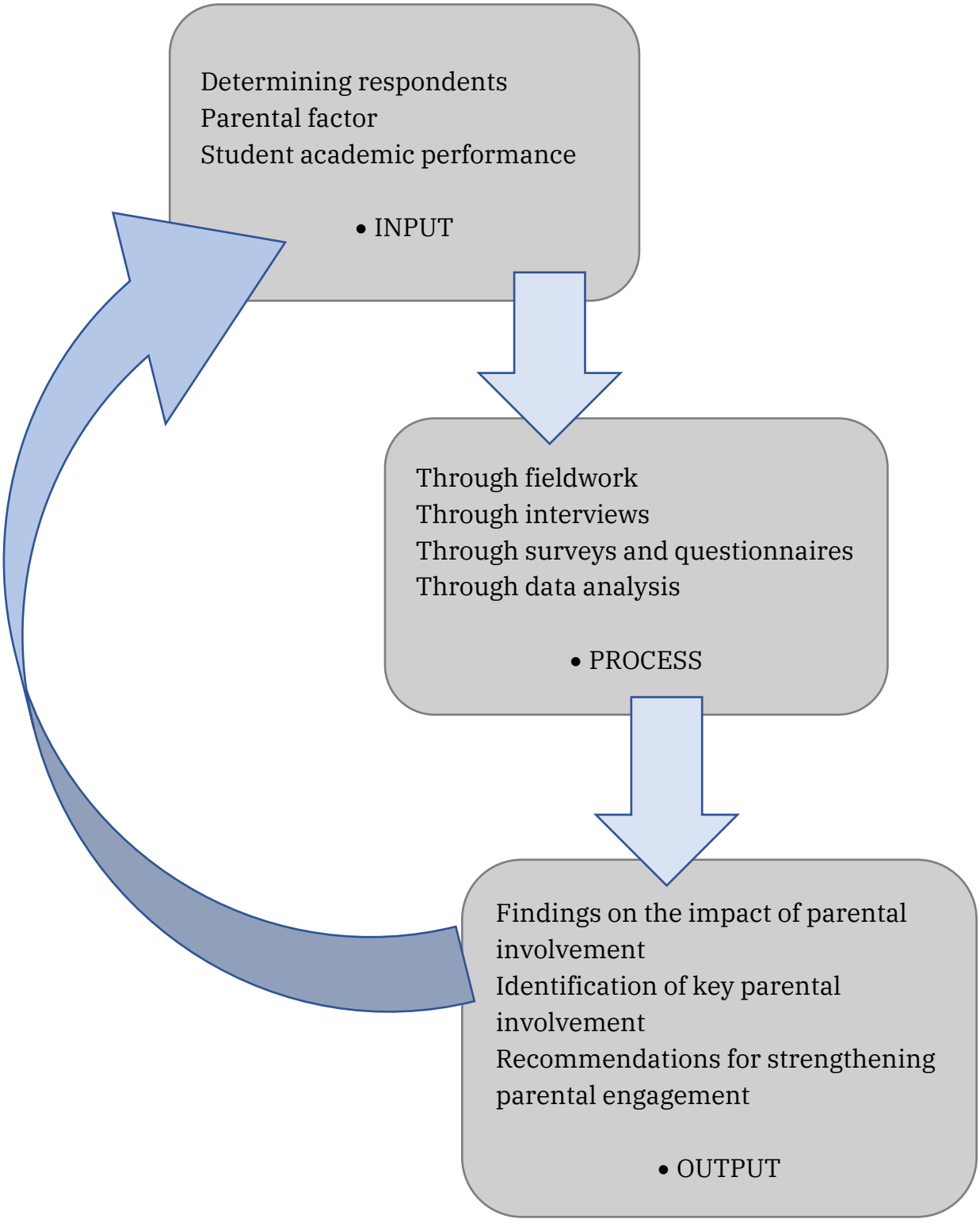
The Transactional Model of Development is connected to our research because it highlights the reciprocal and dynamic relationship between parental involvement and senior high school student' academic success. According to this model, parental involvement influences students' academic development, while students' academic performance and behaviour, in turn, affect parental involvement, creating a continuous cycle of interaction and influence. This model also emphasizes the importance of considering the broader social and environment context in which

parental involvement takes place, including factors such as socio-economic status and school policies.

Figure 1. Theoretical Framework Diagram



IV. Conceptual Framework



INPUT

1. The relationship between parental involvement and academic achievement among senior high school students.
2. How do different types of parental involvement like attending school events, helping with homework, communicating with teachers can impact the academic performance of senior high school students?
3. How does parental involvement influence the motivation and engagement of senior high school students?
4. The impact of parental involvement on the academic success of senior high school students.

PROCESS

- Conducting an interview
- Formulating a survey and selecting respondents from students
- Distributing of forms for data gathering
- Gathering data
- Analyzing the gathered data and interpreting the results

OUTPUT

- The impact of parental involvement to the academic success of the senior high school students.

NOTES

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Chapter 3

Research Methodology

This chapter shows the methods and procedures used in the conduct of this study. This will discuss the research methodology, the population frame, description of the respondents, the data collection procedures, instruments and data analysis procedure.

Population and Sampling

The researchers used the non-probability sampling to determine the participants of the study. Specifically, the purposive sampling will be used. The researchers chose the students of STI College Senior High School students, both the grade 11 and 12 students.

Description of the Respondents

The study has respondents directly from the school and both levels of the SHS department. This includes a total of 30 students which are evaluated based on their perceptions regarding the concept of parental involvement.

Research Instruments

The following research instruments used in gathering data are as follows:

Questionnaires

Researcher-made survey questionnaires was used to conduct the study. The questionnaires were composed of four sections. Part 1 consists of the introductory letter emphasizing confidentiality of responses. Next is the personal profile of the respondents such as the name and section. Part 3 deals with the demographic profile that includes gender, age, and SHS track. Part 4 consists of the 10 open-ended questions.

Construction

The researcher was guided in creating the questionnaires by ideas gathered from literature and studies. The concepts and theories from the literature and studies are used to help formulate the questions that will be used to assess students' perceptions on parental involvement in their academic performance.

Validation

The instruments were presented to the experts in the field of school operations for feedback and suggestions. All corrections were incorporated into the questionnaire's final draft.

Data Gathering Procedures

To gather data, a survey questionnaire was administered to grade 11 and 12 students. After obtaining permission from the students, researchers distributed the questionnaire, allowing students to complete it during their free time to minimize disruptions. This approach ensured that students had ample time to thoughtfully respond to the questions without feeling rushed. Once completed, the questionnaires were collected, and the data was tallied and analysed to form the basis of the study. The survey responses were then carefully reviewed for accuracy and completeness, and the data was organized in a manner that facilitated analysis and interpretation. By following this procedure, the researchers aimed to collect reliable and valid data that would provide valuable insights into the research topic.

Data Analysis Procedure

The researchers employed thematic analysis, a qualitative research method that involves identifying, analysing and interpreting patterns and themes within the data (Nowell et al., 2017). The analysis followed these steps: familiarization with participant responses, coding, theme generation, theme review, defining, and naming themes, and presenting the findings. This approach enabled the researchers to uncover rich insights into the impact of parental involvement on students' academic performance. By carefully examining the data, the researchers identified recurring patterns and meanings that shed light on the complex relationships between parental involvement and student outcomes. The thematic analysis allowed for an understanding of the participants' experiences and perceptions, providing a detailed and contextualized exploration of the research topic. Through this process, the researchers aimed to generate findings that are grounded in the data and relevant to the research questions.